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Barnard Alumnae

SEVENTY-FIFTH ANNIVERSARY ISSUE



SPRING 1964



CAPITALIST

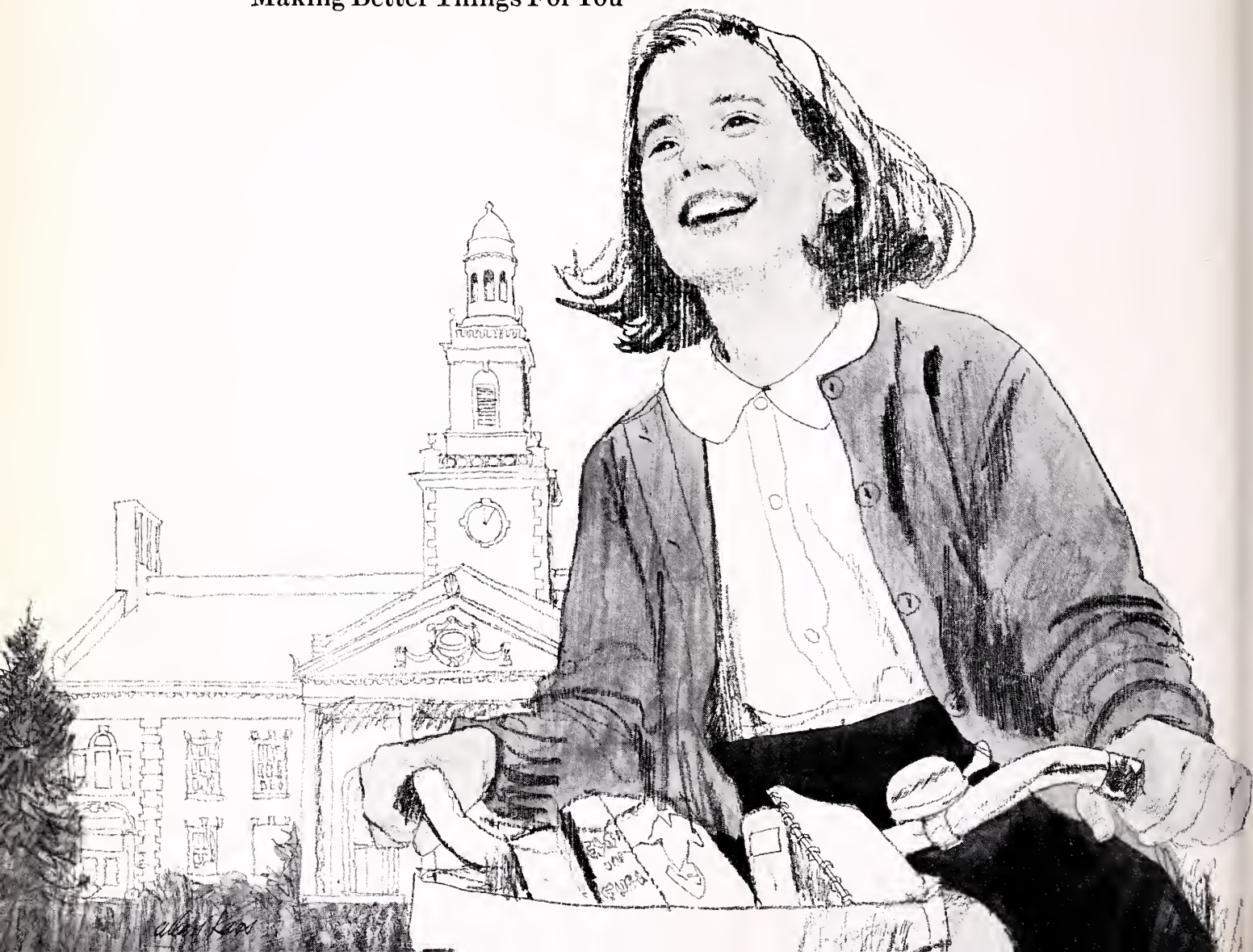
This young schoolgirl is one of more than a million General Motors shareholders. Her parents recently purchased a number of shares of GM stock as the beginning of a fund for her college education. As a shareholder, she could be called, in effect, a capitalist.

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Spring 1964

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Left, the official seal of the Seventy-fifth Anniversary, to which this issue is devoted. On the cover, Ella Weed faces views of the College she was instrumental in establishing in 1889.

In this issue

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Editor's notes

Annette Kar Baxter '47, author of an interpretation of the roles played by five major figures in the history both of Barnard and the changing status of women (p. 4), is an associate in history at the College. Mrs. Baxter's book, *Henry Miller, Expatriate*, was published in 1961 by the University of Pittsburgh Press.

Special consultant for this issue was Cipe Pineles, artist and designer who was formerly art director for Condé Nast Publications, *Seventeen* and most recently *Mademoiselle*.

PHOTOGRAPHS: pp. 2-3: 1891, 1904, 1909, 1913, 1926, 1927, 1929, 1934, 1940, 1944, 1949, 1953 and 1960—Wide World Photos; 1895, Percy C. Byron; 1907, Little Brown; 1911, *The Bettmann Archive*; 1922, *Vanity Fair*; 1952, United Nations; p. 5, Jack Mitchell; p. 7, right, Rollie McKenna; p. 8, 1, Jack Mitchell; p. 9, 7, Wide World Photos; p. 10, 1, Henri Dauman; p. 11, 3, Jack Mitchell; p. 12, 1, *N.Y. Times*; p. 20, lower, Ernest Paradise; p. 21, Edwin Snyder; p. 22, upper, Bachrach; p. 23, upper, Peter Deane; p. 25, lower, Bert Hodge; p. 27, upper, James Kavallines, *N.Y. Herald Tribune*; p. 33, upper, Shields; p. 16, picture 2, Rice, *N.Y. Herald Tribune*; picture 3, Sarony; picture 4, Rollie McKenna; p. 17, right, Chris Corpus, p. 34, upper and center, and p. 35, Whitestone.

1889-1964 a university college in a world city

Flatiron Building, architectural marvel of its day, is completed in 1902



City officialdom goes for a ride when the New York subway opens in 1904



Master showman Florenz Ziegfeld produces his first *Follies* in 1907



New York welcomes Theodore Roosevelt home from African safari in 1910



Triangle Fire of 1911 sets off investigation of sweatshops



Duchamp's "Nude Descending a Staircase" is sensation of 1913 Armory Show



1889—Barnard is established in New York City



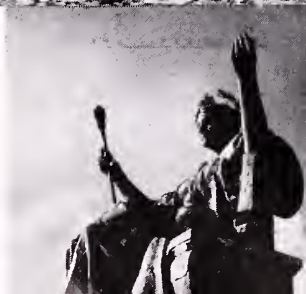
Ellis Island opens as immigration depot in 1890



In 1895, Sarah Bernhardt visits New York for her fourth farewell performance



Barnard signs historic agreement with Columbia in 1900



Twenty-five-years old in 1914, Barnard postpones celebration till 1915



he home front,
ard girls
bandages
ng World War I



Fiorello LaGuardia
is elected
Mayor in 1934
on Fusion ticket



General Eisenhower
leaves Columbia
in 1950
to head NATO

Yorkers do
Charleston and
erve" Prohibition
ne Roaring '20s



In 1939,
Barnard College
celebrates
50th Anniversary



U.N. headquarters
in New York
is completed
in 1952

or Walker wel-
es Queen Marie
tomania
926



In 1940,
New York's
World's Fair goes
into second year



In 1953
Robert F. Wagner
is elected
Mayor



Civil defense
effort heightened
with U.S. entry
into World War II



Guggenheim Museum,
designed by Frank
Lloyd Wright, is
completed in 1959

dborgh
ives wild
v York welcome
927



F.D.R. campaigns
in New York
in 1944 for his
fourth term

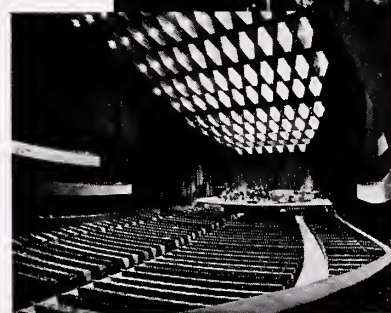


John F. Kennedy
campaigns in
New York
in 1960

eat Depression
ts in 1929,
apple sellers
ear in city



Dean Gildersleeve
is a delegate
to U.N. conference
in 1945



Philharmonic Hall,
Lincoln Center of
Performing Arts,
opens in 1962

e Empire State,
ld's tallest
lding, is
pleted in 1931



Mary Martin opens
in Rodgers and
Hammerstein's *South
Pacific* in 1949



1964—Barnard
is a well
established
75 years old

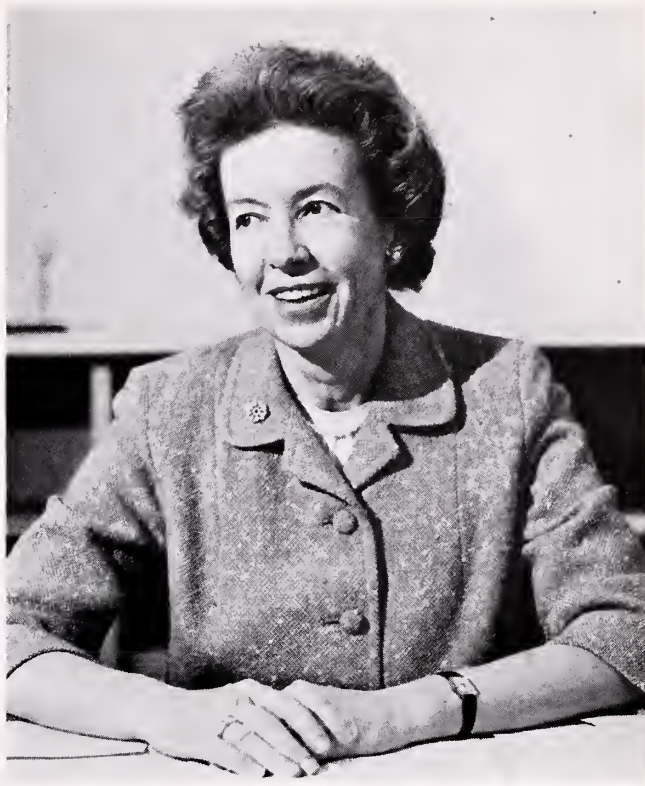


THE COLLEGE'S LEADING WOMEN AND THEIR ROLES — an interpretation

By Annette Kar Baxter '47

Five major figures in Barnard's history—Ella Weed, Emily Putnam, Virginia Gildersleeve, Millicent McIntosh and Rosemary Park—are reliable guides through the first seventy-five years of a singular educational institution. They also offer insights into the changing status of those provocative people, educated women.

Ella Weed is a name little known to the current generation of students. Not only does she deserve to be remembered, but she quickly becomes unforgettable to anyone who studies her life and career. A humorous, energetic spinster from Newburgh, New York, she was a Vassar girl far more intriguing than certain ones of later vintage. In fact, she published in 1833 a satirical Vassar novel of her own, *A Foolish Virgin*, which stirred up sympathy for the cause of women's education with its portrayal of a heroine who tries to hide her intellectual superiority. But it was Miss Weed's reputation as educator and administrator, first at an Ohio girls' school and then in New York as head of the Day School at Miss Brown's, that brought her to the attention of Annie Nathan Meyer when that determined young woman needed a collaborator in the drive to establish a female annex at Columbia. As Chairman of the Academic Committee when Barnard opened in 1889, Ella Weed almost single-handedly created a first-rate educational institution for women. In the critical years of the College's infancy, she insisted on the two policies that brought immediate stature



President Rosemary Park leads Barnard in its seventy-fifth year

to Barnard: matching Columbia's entrance requirements, and having the supervisory power of Columbia applied to all instruction at Barnard. The record of her intense, her almost frantic, activities, clearly indicates that Ella Weed's sacrifice of literary ambitions, as well as a private existence apart from her career, enabled her to lay the solid foundations of our college. Her death at the age of forty-one, from "nervous prostration" attributed to overwork in summer educational ventures, was recognized by Barnard as a heavy loss, but her obituary in the Newburgh press made little of her achievement, and her grave in the family plot there is neglected today.

Because the hopes of Ella Weed and the Barnard students of her day were shared by so few feminine contemporaries, their pioneering remained relatively free of the psychological struggles over "the role of woman" that have plagued us since. The small corps of women in search of the then impossible—an education equal to the best available for men—were too narrowly focused in their aims to anticipate today's broader conflicts. It was eccentric enough to want a Barnard degree; it would be outrageous to let it atrophy through marriage.

With Emily Smith Putnam the picture changes scale. Miss Smith was a brilliant graduate of the first class at Bryn Mawr, a classicist with an array of human as well as scholarly talents, warm and witty, sufficiently expert at academic politics and intolerant of fools to keep not only



Emily Smith Putnam when she was dean

Barnard, but the neighboring institution from which she elicited historic concessions, continually on the alert. All the more impressive, therefore, is her correspondence with President Low and Dean Van Amringe, with its scrupulous referral of all policy questions to the Columbia administration. Her acquisition in 1895 of three distinguished scholars for Barnard prodded Columbia into a regular exchange of faculty time. In 1900 she negotiated the agreement establishing Barnard-Columbia relations on a then uniquely privileged footing for an affiliated woman's college.

But meanwhile, fatal step, she had married, and not long after she became pregnant. The legend is that only the need to reassure Trustees panicked by her mysterious "illness" persuaded her to reveal her approaching motherhood. Soon Mrs. Putnam was prevailed upon to surrender the deanship as unbefitting a mother-to-be. Declining to sulk, she returned to a part-time teaching career at Barnard, and produced books, translations and articles.

Among her writings was *The Lady*, a study of upper-class women from ancient Greece to the ante-bellum South, written in a cool, elliptic style that underplays the range of its author's scholarship and disguises the contemporary relevance of her remarks. Adherents to the school-of-self-commiseration will come away from *The Lady* with the unconsoling suspicion that women are hardly worse off now than they have ever been, for Mrs. Putnam's evidence



Dean Emeritus Virginia C. Gildersleeve in the early years of her deanship

discredits all recent conspiratorial theories that would get women off the hook of under-achievement.

In addition to her writing, Mrs. Putnam shared the career of her publisher husband, George Haven Putnam, and promoted important civic and educational causes in New York. Alvin Johnson, grand old man of the New School for Social Research, credits her with supplying direction when in 1919 plans for the New School were stalemated by disagreement among its founders. "She was the strongest figure at that meeting [which determined the principal purpose of the new institution] and at successive meetings. She was the strongest figure on the Board, after we got organized," he has recently recalled. After the death of her husband Mrs. Putnam lived with an older sister in Spain, escaping dramatically during the Civil War, and ended her days in Jamaica. Today she is remembered with worshipful affection by surviving members of her family.

Returning from this untypical woman to the all too typical circumstances surrounding her resignation arouses an uneasiness which mounts when we find that she was succeeded for a period by Laura Drake Gill, a lady of good instincts and education but apparently without the temperament that would find the deanship congenial. We wonder whether Mrs. Putnam's loss was inevitable.

The dilemma reflected in Mrs. Putnam's resignation was not seen by Virginia Gildersleeve as capable of easy reso-



lution. Undertaking the deanship in 1911 at the age of thirty-four, Miss Gildersleeve, an alumna of the Class of 1899, guided Barnard into its full maturity and retired in 1947 when she had twice seen it through the displacements of a world war. And it was her character (she never flinched before an old-fashioned concept like "character") that anchored Barnard to its professed ideal: whatever else serious women might do, whatever format their lives might assume, they were not entitled to betray their intellectual capacities. Because Virginia Gildersleeve never herself swerved from that principle, she gave the thousands of students under her administration the sense of its being a *first* principle, to which all other considerations had somehow to be accommodated. As her years lengthened, Dean Gildersleeve came to serve on an endless series of committees, federations, boards and advisory panels, including the Democratic slate for the Electoral College, the American College for Girls in Istanbul, and the United Nations conference of 1945 in San Francisco. Her extracurricular activities were recognizably those of the most distinguished woman in American education of her time.

So dedicated to scholarship and public service, so formidable in her person and in the demands that she made on herself in the name of educated integrity, Dean Gildersleeve may have seemed to many of those who looked up to her to have denied the need for family and home that



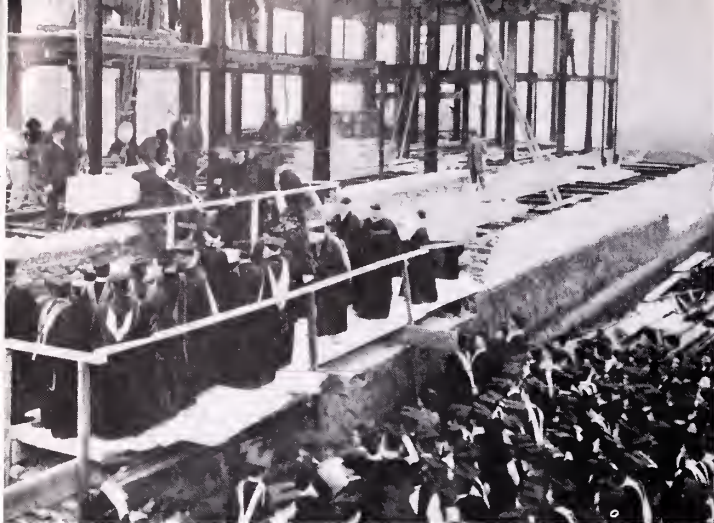
President Emeritus Millicent C. McIntosh

they themselves found insistent. That this conflict could, under the most auspicious circumstances, be resolved was illustrated in the life and career of Barnard's next dean.

Through fifteen years of vigorous examination of the problem, Millicent McIntosh brought Barnard and the world to a closer acknowledgment of the dual needs, intellectual and emotional, of woman and was even courageous enough to suggest their interdependence. Publicly, as the mother of five children, she was known as the first of Barnard's deans to carry off the duality successfully in her own life; privately, by her students and faculty, she could daily be seen tackling the more difficult assignment of making her own extraordinary achievement appear not simply desirable but a practical possibility for more women.

As Barnard's first president (the change-over from dean occurred in 1952), Mrs. McIntosh had to meet the College's spiraling post-war budget by continually wheedling and cajoling its alumnae and friends, while maintaining a firm administrative stance at the head of a scholarly institution. Two quite incompatible roles—during a period when her charges were not just parading in Bermuda shorts but manifesting a major revision of their personal values. Like her predecessor, Mrs. McIntosh became, before and after retirement, the Influential Woman, more concerned with airplane schedules than

(Continued on page 36)



2



3



1

THEN AND NOW

Changes over the years are dramatically illustrated by comparing the Lehman Library (1) with the photograph (3) of the Milbank lobby that appeared in an architectural magazine in 1898 as an example of the *latest* in interior design. The dedication of Brooks Hall (2) was the occasion for a full-dress celebration in 1906. A photograph taken earlier the same year (5) shows the campus before Barnard had built on the land south of the Milbank quadrangle. Fashions changed dramatically, too, as demonstrated by the fur-coated flappers (6), and the demure ladies circa 1900 (7). But, whatever the changes, the Jungle (4) has remained an oasis for contemplation and rest.

4



5

6



7





1



4



5



7

THEN & NOW - - -

Leotards have replaced middies and gym bloomers (1 & 2) and even traditional Greek games (3) takes on a new look when compared with the ladies floating across the lawn in a reprise of the Games on Ivy Day in 1912 (4). In the 1920's, dorm students shortened their hair and skirts (5) but, like their predecessors of 1900 (6), they enjoyed tea-time. Proms took on a military air in the 1940's (7).

6



2



3



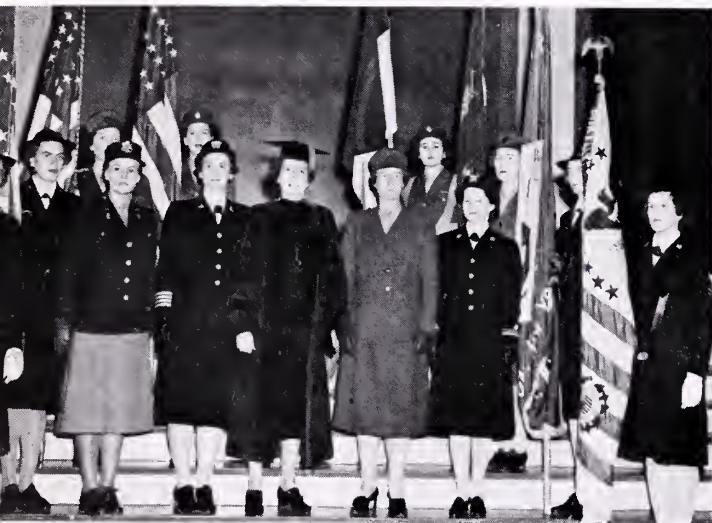


2

1

THEN & NOW . . .

Faces, events, even degree of commitment, may change, but the world is always with us. (1) A government class calls on Mayor La Guardia in 1938. In 1943, women military leaders spoke at assembly (2). During World Wars I and II, Dean Gildersleeve stressed "trained brains;" (3) botany students carry on experiments in 1917. (4) Today's students tour the U.N. (5) Mrs. Eleanor Roosevelt and Senator Jacob Javits visit Barnard during the campaign of 1956. Barnard's foreign students have always brought the world to the College (6).



3

4





5

6

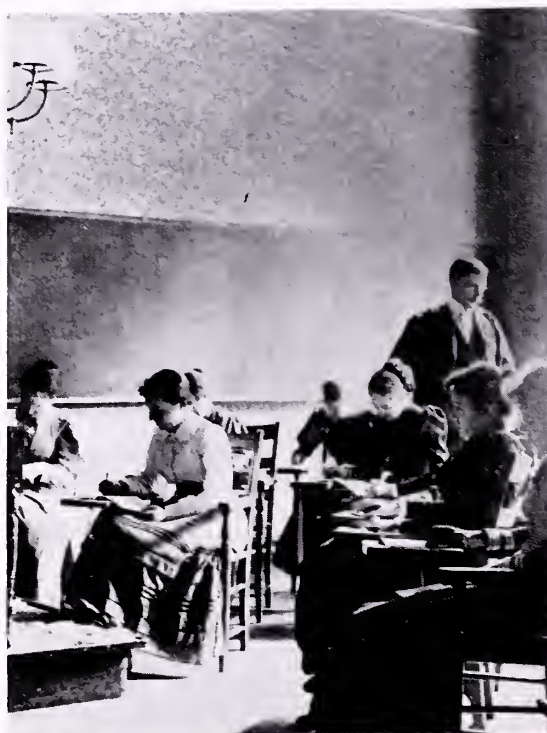




1



2



3

THEN & NOW . . .

From the first class, whose graduating members—eight strong—are shown in montage (6), the main concern of Barnard has been with academic excellence. While their standards have not relaxed, the students and faculty have, in dress and manner, as we can see by the lively English class (1) and the art history class on a museum visit (2). Whether writing papers in the classroom or conducting experiments in the laboratory (3 & 4), the early students were somewhat stiff and formal. And if the members of the chemistry department in 1903 (5) were any example, the faculty was a bit forbidding. However, like the two women in the midst of handlebar-mustached colleagues, the students, then as now, probably held their own.



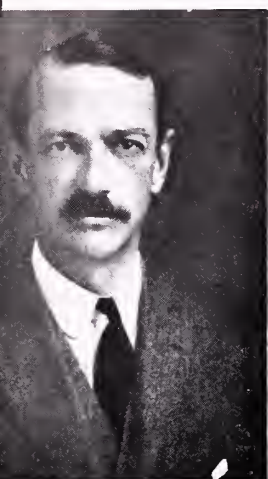
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5

6





William Tenney Brewster



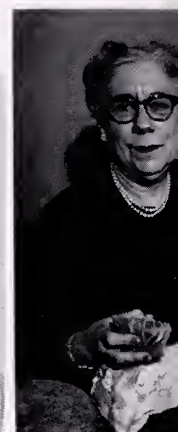
Helen Rogers Reid '03



Clara Eliot



Helen Downes '14



Florrie Holzwasse

Voices of Barnard

EDITOR'S NOTE: *When the record, "Voices of Barnard," was being prepared for the Seventy-fifth Anniversary, some of our earliest and greatest voices could no longer be heard by the human ear. As pointed out by one of the interviewers, Marian Churchill White '29, "You will have to listen to them in your mind's ear only and we know that you will so hear them as long as you live." Others could not or would not be taped. However, like the record from which this sampling of "Voices" is excerpted, we bring you a collection of reminiscences by faculty members and alumnae to stir up the memories of readers old enough to remember and the pride of all.*

Barnard's oldest alumna, Alice Kohn Pollitzer '93, had this to say about the course of study she shared with the seven other members of the College's first graduating class:

"The course of studies is, as I know it today, very different from what it was in my time. We took, perhaps, a wider variety of courses and learned, maybe—I'm not sure of this—more facts, but I think we did less thinking and knew

far less about the world in which we lived and were perhaps less interested in it than the young people are today."

Another name long familiar to Barnard is that of Anna E. H. Meyer '98, who was associated with the College for forty-three years, most of that time as its Registrar. Miss Meyer tells us about Barnard's early days:

"At 343 Madison Avenue, where we first went to college, was an ordinary, high stoop, brownstone house, between Forty-fourth and Forty-fifth Streets. The bulletin board where our marks were posted in Mrs. Liggett's very legible hand, was in the front hall, for all to see including the door boy, Jimmy, who might be expected to congratulate you before you found your mark if the result had been an 'A.' The front parlor was the library or study, or an examination room, or a salon for social affairs. For our monthly teas, we naively covered the blackboards with light blue and white bunting. It was in this room that Benny Woodward, our French instructor, twice a year when he proctored the examinations, would look up from a paper novel he was reading and say,

'Let me remind you, young ladies, that any accent that is written straight up and down will count against you.' The back parlor was study, or classroom, or lunch room. Since there was no regular lunch hour, when all classes stopped students might be eating their lunch at one end of a dining room table while Mabel Parsons or Clarence Colgate would be reading Italian with Professor Speranza at the other end of the table. Its many uses made this room too public for any discussions of the immortality of the soul or Walter Pater or Matthew Arnold or the psychologists' experiments. So these discussions were carried on while we sat on Mrs. Kelly's icebox in the basement hall which was also our coatroom."

Reminiscing specifically about her class of 1898, Miss Meyer said it was so big—with twenty-five freshmen—that it had to be put on the fourth floor front, where there was just room for twenty-five tablet chairs and the instructor's platform with its chair. "This room," she said, "had one important disadvantage when compared to the second floor front, which had a bay



William Haller



Hugh Wiley Puckett



Alice Kohn Pollitzer '93

A SAMPLING OF REMINISCENCES BY SOME OF THE GREATS AMONG FACULTY AND ALUMNAE

window jutting out over Madison Avenue. From that bay window you could watch and see whether the instructor was coming down the Avenue from Columbia—Forty-ninth Street. We were required to wait ten minutes after the hour for the instructor. After that we were allowed to disband. Sometimes we would be descending the stairs only to meet the instructor at the foot of the third flight and have to follow him up again to the fourth floor. It was wonderful when we moved to the Heights to have two staircases, on one of which you might elude the instructor if you were inclined to cut his class."

The program of studies was a duplicate of the boys' at Columbia on the basis that for an equivalent degree the Barnard students had to do exactly the same kind of work. Miss Meyer recalls, "The studies were very largely prescribed: English, mathematics, Greek, Latin and a choice of French or German in the freshman year. English composition and literature, history, chemistry, a choice of Greek or Latin, and a choice of French or German in the sophomore year. Argumentation,

psychology and logic, economics were prescribed for the junior year. Only in the senior year was all our work elective. We also had to write a graduation thesis at the end of the senior year."

One of Barnard's most famous courses, the daily theme course, was taught for thirty years by one of Barnard's most famous people—Professor William Tenney Brewster, who came to the College in 1894 and retired as Professor Emeritus in 1943. It was an enormous job to read and mark thirty to fifty daily themes every night, particularly when they were handwritten in tiny script, but, said Professor Brewster in a statement recorded shortly before his death in 1961, "I had good assistants. Elizabeth Reynard and Marguerite Loud helped me a lot."

Edna St. Vincent Millay, in her reminiscences on the daily theme course, noted with gratitude and surprise that she needn't have been frightened to have handed in a poem. She said, "Mr. Brewster knew at once what I meant. He didn't laugh."

"Yes, I remember that," commented

Professor Brewster. "It was very good of her to say that. Well, she was in my course, but I couldn't teach her anything because she knew a great deal more about verse than I. Clare Howard wrote me very good themes, too."

Clare Howard '03, one of Professor Brewster's pupils, and long a member of the English department, carried on the daily themes course until she retired in 1946. She had this to say about it: "Of all the courses in English that I've had to teach, I think I liked best the daily theme course, partly because it had been made famous by Mr. Brewster and partly because in it I got to know people. Know people? Why, I got to know their families. One girl acquired high merit by writing about her younger brother. She didn't think he was funny, but I did and the class did when I read some of her themes to them. Mind you, she was not only an amusing writer but a good one. I might list, perhaps, the affairs of the lovelorn that flooded the theme box at first. You know, 'all alone by the telephone' or

(Continued on page 39)

ALUMNAE PROFILE

A census conducted in 1961 provides us with facts and figures for a picture of the alumnae today, but, like all portraits drawn from statistics, it lacks character. To bring it to life, the editors present, starting on the next page, brief biographies of thirty alumnae in representative fields.



An anniversary is a time for self-congratulation; it is also a time for self-appraisal. In the seventy-one years, since that first graduating class of eight young ladies won the battle for an opportunity for higher education for women in New York City, what have Barnard alumnae, now 13,000 strong, done with their lives? No census can answer the question, ultimately personal of whether they have done enough or too little. It cannot answer the question of whether Barnard is turning out enough women of national distinction, or whether enough women are bringing quiet distinction and wisdom to the more mundane, if essential, tasks they are called upon to do. All a census can do is provide us with facts and figures about the course the lives of alumnae have taken and this, if not sufficient for penetrating self-appraisal, at least gives us some statistical standard by which each can perhaps measure her own accomplishments, past and present, and her hopes for the future.

Such a census was taken by means of a questionnaire sent to the entire alumnae population of record through the Class of 1961. In all, according to Columbia University's Bureau of Applied Social Research which tabulated the results, a surprising number of women returned questionnaires—9,025 of them, or roughly 75 per cent.

The past or present professions or principal occupations of alumnae were as follows, based on the 8,225 responses to this part of the questionnaire: education, 27.6 per cent; housewife, 14.1 per cent (this percentage refers to women who have never worked outside the home, not

those who are presently housewives); the arts, journalism, publishing, advertising, 10.9 per cent; non-professional occupations such as secretaries, clerical workers, translators, 9.3 per cent; social science, 7.3 per cent; business, 6.8 per cent; medicine and related areas, 6.5 per cent; social work, 4.9 per cent; students, 4.1 per cent; science other than medicine and related, 3.6 per cent; librarians, 2.8 per cent; government and public administration, 1.1 per cent; religious occupations, 0.4 per cent; foundations, 0.2 per cent; non-profit (including voluntary and/or philanthropic work), 0.2 per cent; travel and transportation, 0.1 per cent; all other occupations, 0.1 per cent.

As to marital status, of the 8,834 answering this part of the questionnaire, 19.8 per cent were single, 70 per cent married, 3.9 per cent divorced or separated, and 6.3 per cent widowed.

Of the total of 6,737 alumnae answering the question on number of children, 1,167 were childless; the remaining 5,570 had produced a total of 12,791 children. The statistics on the size of families break down this way: 1,394 alumnae reported one child; 2,219, two children; 1,221, three; 512, four; 142, five; 52, six; 18, seven; 8, eight; and 4 reported nine or more.

Of the 6,914 replying to question on husband's occupation or profession, 61.8 per cent were married to professional or semi-professional men (leading the list were architects and engineers, doctors, lawyers, and college professors or administrators); 26.1 per cent of the hus-

(Continued on page 37)



HIGH SCHOOL TEACHER—Frances Alice Kleeman '38, chairman of the foreign language department of a large high school in Baltimore County, says: "It seems quite clear to me that one of the chief values of a liberal education is that it prepares one to do things one never thought of doing. Every day of the week I try to persuade some student that whatever he learns today may mean an unexpected opportunity tomorrow, to get students to see that if they will learn for sheer interest in the subject, some of which I as a teacher must stimulate, but some of which they themselves must generate, the grades about which they worry inordinately will take care of themselves. I am appalled at what present-day pressures have done to children."

While an undergraduate, Miss Kleeman majored in music. Although her first teaching years were given to teaching music to children, an opportunity arose to combine this with the teaching of French, and later she moved entirely into teaching foreign languages, French and German specifically. Her ability to do this is partly due to the efforts of her parents and Barnard advisors, who did not allow her to narrow her interests as soon as she had wanted to, and to whom she is now grateful.

SOCIAL WORKER—Katharine Ashworth Baldwin '25, wife of the school minister at Phillips Academy, Andover, Massachusetts, does not sit home and pour tea for the boys. For ten years she has worked full time as a psychiatric social worker. An employee of the Massachusetts Department of Mental Health, she works in a community mental health clinic with parents who apply for help with their youngsters. She also teaches nurses child development, supervises social work students-in-training, and supervises members of the social service department of the state-run guidance center.

Mrs. Baldwin told us, "It was after years of responsibility to my own children and a multitude of voluntary activities that I was ready to accept the discipline of graduate training for professional work."

Social work, she suggests, is an ideal field for the mature qualified student who plans a profession after she has raised her children.





HEADMISTRESS— Gertrude C. Peirce '30 heads a college preparatory day school in Miami, Florida. Educational administration has been a happy landing place after seventeen years of private school teaching, mostly in California. Before that, public relations, a year in Spain, a job as secretary in a private school led the way to Teachers College. "It has been an exciting experience," she comments, "and one for which my lack of special preparation equipped me adequately."

Since 1954, Miss Peirce has watched the school enrollment grow from twenty-two to the present 145 students.

"Making the school go, in this land of sun-tan," she says, "has often called for a forty-eight hour day, but with the help of a number of stalwarts on the board of trustees and the faculty—among the latter, Marge Kleinschmidt, Barnard '40, Marie-Louisa Soley and Theo Bay, Barnard '21—the school is prospering, proving that the teen-age monsters we hear so much about can be the same sweet, wise, eager young things we were at their age—only better: these girls occasionally triumph over CEEB Advance Placement hurdles and often give chapel talks that are highlights of the school year."

BUSINESS WOMAN—Lucile Marsh Murray '20 is vice president and director of the Murray Space Shoe Corporations. She admits she achieved her present job by marrying Alan Murray, inventor of the famed Space Shoe, which is molded to fit the shape of the human foot. However, even if she has pull with the boss, she has earned her title. When they married, Mr. Murray was just starting and the job of running the business was so small that they both had to have other jobs to live. As the shoe became a success, her husband was able to continue his inventing only if she took over the business. Today Mrs. Murray directs the manufacture, the sales promotion, public relations of the Space Shoes, and writes advertising material.

Mrs. Murray says, "My experience with Space Shoes has taught me that an ideal product cannot survive unless it is a business success. Therefore, I have learned that an idealist has to be realistic and practical to accomplish the idea. This apparent paradox can be resolved, but it takes continual effort and imagination each day." Her greatest problem, she feels, is to survive the type of competition found in the modern business world and still remain a sensitive and sympathetic woman.

The Murrays have one daughter, now a college sophomore. Like the rest of the family, she is literally and figuratively in Space Shoes, modeling for some of the firm's brochures.





ACTRESS—Shown here in her role as Lucy Brown in *Threepenny Opera*, Marcie Hubert '53 has played Moliere to barefoot Tennessee schoolchildren, carried spears and palm trees, changed costumes nine times in one show and understudied "everyone in the world." experiences she cherishes. Currently starring in the successful off-Broadway production of *The Immoralist*, Miss Hubert says her theatrical career really began when she was chosen by Julie Harris for the Barter Theatre Award. With a year's Equity contract, Miss Hubert went to Barter, the state-supported theatre of Virginia, and stayed with them for four years, touring the South.

"I have toted the usual waitress trays, worked for Senator Javits in his campaign, all sorts of things when I have needed to," Miss Hubert recalls. Before "success" struck, she also worked as an editorial assistant and did many small parts for television.

In 1959, Miss Hubert joined the Phoenix Acting Company, taking scenes from the classics and one-act plays to schools in the metropolitan area. From the Phoenix Theatre where she played in the *The Policemen*, Miss Hubert went to the 41st Street Theatre, where she played Mildred Dunnock's daughter in *The Cantilevered Terrace*. Last winter she was off to Boston's Charles Playhouse for *Hedda Gabler*, and *Threepenny Opera*.

MEDICAL ECONOMIST—"The job is unusual, but no more so for a woman than a man," commented Helen Hershfield Avnet '35 on her twenty-five year career as a medical economist. Now the Director of Research for Group Health Insurance in New York, she plans, conducts and writes up studies concerning the distribution and financing of medical care.

Her most recent book was the result of an experimental project financed by the National Institute of Mental Health and Group Health Insurance (1959-1963) to determine whether medical insurance could safely cover short-term therapy in private offices of psychiatrists. Entitled *Psychiatric Insurance*, it was the first study in its field and received the Mental Health award of the New York Public Health Association.

Mrs. Avnet started in this then-new field, medical economics, in 1939 after research experience in Federal and State agencies. Search for challenge in her work led to a meeting with Winslow Carlton, who had organized the Group Health Cooperative. He launched her in medical economics with a report she did for him on group health insurance plans.

She is married to Dr. Samuel Avnet, an orthopedic surgeon. They have a seventeen-year-old daughter.



CITY OFFICIAL—An attorney by profession, Helen Sporn Chait '33 is chairman of the Philadelphia Tax Review Board, a quasi-judicial administrative agency of the City which hears and decides appeals from determinations by various City officers of City taxes and other charges. She is the only woman who ever served on the Board and has been chairman since her original appointment in 1960.

In 1933 Mrs. Chait was graduated from Columbia Law School, where she was a Kent Scholar. Admitted to the bar in the depths of that depression year, she started her career on the campus working as assistant to Richard R. B. Powell, a professor of law responsible for the American Law Institute's Restatement of the Law of Property. She gradually evolved into a "Wall Street Lawyer."

In 1953 she moved to Philadelphia to join her husband. Frederick Chait, who once served as General Counsel to the United Nations Relief and Rehabilitation Administration, is now General Manager of the *Philadelphia Inquirer*. The Chaits were amused when Mrs. Chait was written up by a rival newspaper, *The Evening Bulletin*, and her husband was described as "also a lawyer."



PSYCHOANALYST—Shown here in a well deserved moment of relaxation during a holiday in Italy, Dr. Ginette Girardey Raimbault '43 has been working for the past eight years as a doctor-psychoanalyst, mostly in Paris. Besides her private practice with children and adults, she works in a children's hospital, where she does research in psychosomatics, and in another hospital where she is in the gynaecology-obstetrics department, training women for natural childbirth, and runs what is called a *consultation de psychosomatique*. This hospital work, says Dr. Raimbault, takes up all her mornings. Her private clientele takes all her afternoons, and she has acquired what she calls the "unfortunate but necessary habit" of working very late in the evenings as she is interested in other fields—all related to psychology—and wants to keep up in them. For example, she has been appointed by a well known psychoanalyst, with whom she did some research for the World Health Organization, to train French social workers in case work.

Her husband is also a doctor-psychoanalyst and they have been working together on a program at psychological training for general practitioners.



AUTHOR—Elizabeth Hall Janeway '35 will have her sixth novel, *Accident*, published by Harper's this month. (Her previous novels were *Daisy Kenyon*, *Leaving Home*, *The Question of Gregory*, *The Third Choice* and *The Walsh Girls*, and last year her first juvenile, *Angry Kate*, was published.) She warns would-be writers: "I like to write. But like most professional writers, I find that I tend to discourage aspiring writers from taking it up. This sounds illogical, but there are at least two sound reasons: it's hard work. And it doesn't pay very well. Most writers can't live on what they earn as writers and must do other things (like teaching) as well. Anyway, if a person is a born writer, no advice can stop him, he'll do it anyway. Just the same, writing is communication, not expression. Don't do it because it makes you feel good. *There is someone on the other end of the line.*"

Married to economist Eliot Janeway and mother of two grown sons, Mrs. Janeway finds time for reviewing (mainly for the *N.Y. Times*), occasional articles, and some lecturing (including engagements at the Universities of Pennsylvania, Columbia, Georgetown, and the Indiana Writers' Conference). She has served on the jury for National Book Awards and as judge for the Harper Prize contest. She is a member of the Authors Guild, and vice-president of P.E.N. Her hobby: "messing around with words." Barnard is grateful for her annual prose award.

Currently, Mrs. Janeway is preoccupied with "a misty project" on the ways in which fiction communicates what it does not specifically say. How, she wonders, does the reader know what the writer intends? What pre-dispositions exist in the mind of the reader to pick up signals and symbols? What are the sources, purposes and the social utility of fiction? She would welcome ideas on all this.



BUYER—Gretchen Relyea Hannan '43 finds it takes a trained, organized mind, a flair for numbers, enjoying a challenge and people to be successful in retailing. It helps if you want to be *very* busy. She knows whereof she speaks after seventeen years as a buyer—nine for Jordan Marsh Company in Boston and the past eight, buying women's and misses' dresses for Carson Pirie Scott and Co. in Chicago, where she makes her home. On the side, she has an insurance business, Robert J. Hannan Co., Insurance, left to her by her husband, who died this year. The business is run by a manager. Mrs. Hannan has three sons.

Her job takes her traveling a lot—she spends nearly four months in New York each year and visits Los Angeles two or three times every year. She's made one buying trip to Europe. But the main thing, back home in the store, is to "Beat Your Day." Each day, her department is expected to meet a sales quota based on the volume of the department on that day the year before. It is both challenging and rewarding in that success is immediately measurable in the receipts of the day.



FEDERAL GOVERNMENT EMPLOYEE—Ruth Walter, '37, is a government major who went into government. She is staff assistant to the director of the Voice of America, radio arm of the United States Information Agency.

Her career began in the United States Information Service as an information clerk. She remembers answering such wartime questions for the public as "I met a sailor at a USO dance in Brooklyn last night but forgot to get his FPO. Can you please tell me where I can write him?"

Next, after USIS had become part of the Office of War Information, Miss Walter went overseas, and, from 1943 to 1945, was, as she puts it, "involved in aspects of the psychological warfare in the Pacific." She held various press liaison jobs until 1958, when she took over her present position.

Although she does everything from welcoming foreign ambassadors to taking minutes at board meetings, Miss Walter's job has two major parts: training and congressional liaison. Congressional liaison means she answers questions for congressmen who want to know about the VOA, a global radio network that broadcasts 800 hours a week in thirty-six languages. The training part means she sets up programs for broadcasters everywhere: Tunisia, the Congo, Thailand or Kwajalein, for example.

SPECIAL TEACHER—Sheila Lowenbraun '61 is a very special teacher. She presides over a small class of six boys and one girl, ranging in age from ten to twelve. The class is considered a problem group. The children are not only deaf, but are possibly neurologically impaired, emotionally disturbed, or mentally retarded. "The curriculum for these children, if it can be called that," says Miss Lowenbraun, "includes elements of speech therapy, language therapy, auditory training, reading on a second grade level, third grade arithmetic, and first grade science and social studies."

Miss Lowenbraun was sidetracked from a zoology major into the field of special education. She is now working toward her Ph.D. in special education at Teachers College. Her M.A. came from Columbia and the certification to teach the deaf from a teacher preparation program at the Lexington School for the Deaf in New York City. Upset about where the "side track" led her? Hardly. Miss Lowenbraun states emphatically: "This work is the most rewarding possible for me. The thrill of seeing a child's face light up with the confidence that he *can* do things cannot be described."

A member of the Council for Exceptional Children, New York State Association of Educators for the Deaf, and the Convention of American Instructors for the Deaf, Miss Lowenbraun has participated in international conventions of educators of the deaf.





STATE SENATOR—Shown here with candidate Richard Nixon during the 1960 Republican Convention, Nelle Weathers Holmes '24 of the New Hampshire legislature tells us she arrived at her job through a life-time interest in government: "My family in Kentucky were states-rights Democrats, which is why I am a Republican now. The Democrats have given up states rights. My father, uncle and great-grandfather served in the Kentucky legislature. At Barnard I had a minor in government under Raymond Moley. Government and my major, history, often overlap considerably. I taught both for twelve years. My husband (Philip B. Holmes) is a very loyal native of New Hampshire (Portsmouth) and I have caught his enthusiasm for his native state, and am proud to serve it."

Senator Holmes started her career by winning election to the House in 1950. (Her husband had been asked to run, but declined because of lack of time. Friends then asked her to run instead.) She is now rounding out her fourth consecutive term as a State Senator, a record for a Republican woman. As a former teacher, she has had great opportunities to further the cause of education and has actively done so: serving twice as Chairman of the Senate's Committee on Education, and sponsoring many bills.

HOUSEWIFE—The oboe player, below right, may look like a teen-ager, but she is actually Jean Boeder Wetherill '46, wife of Dave, on the bassoon, mother of the three young musicians and two younger children. The children are Marcia, fourteen; Susan, twelve; David, Jr., eleven; John, nine; and Nancy, seven.

Leaving lesser women to wonder where this busy wife and mother finds the time, Mrs. Wetherill, who lives in Radnor, Pa., explains, "Music has always been important to me as a means of relaxation and expression. I've been singing in something or other since I've been ten. I was a chemistry major at Barnard who recovered from the late afternoon labors at choir practice in the chapel."

Since older daughter Marcia began the study of the clarinet in the fourth grade, the family instrumentation has snowballed. "Fortunately," says Mrs. Wetherill, "there is much musical literature devoted to the woodwind quintet, and we enjoy playing together in the community and in our home. We have played for local musical groups, have been soloists with a local symphony orchestra, and most recently demonstrated the woodwind family of instruments to the entire Radnor Junior High School. We do not necessarily anticipate musical careers for our children, but they need an outlet for their innate creativity and we feel this is a good one, entailing plenty of mental discipline and hard work to produce a pleasurable result."

Mrs. Wetherill finds life exciting with a family on the verge of the teens, "and for me much preferable to the runny-nosed, diaper, measles, mumps stage that is past. I wonder in retrospect how any of us survives it."





ELEMENTARY SCHOOL TEACHER—Sylvia Kamion Maibaum '31, an elementary school teacher in the Los Angeles City school system, says, "Those of us who were fortunate enough to have a good education have a civic duty to share it. I am proud of being a teacher and feel that I am contributing to the community." She teaches the first grade at Bellagio Road school, a teacher training center for the University of California at Los Angeles. "First grade is an important beginning," she adds, "intellectual as well as social. At this level, the children's accomplishment is more obvious. It is exciting to start the children, not only to see their formal intellectual beginnings, but also to help them develop attitudes toward learning."

Her husband, Richard Maibaum, is a playwright and producer of motion pictures and television shows. He has done the screenplays for the Ian Fleming books. His work has taken his wife and their two sons to Europe many times.

Although she feels that the rewards of teaching are many, and that the prestige of teachers is gradually rising, Mrs. Maibaum deplores the pressure parents put on children today, even in first grade "to bring home A's, preparing for college!" She notes that this has already had serious emotional effect on many children.

FOREIGN SERVICE OFFICER—Mary Manchester '47 entered the Foreign Service of the Department of State in 1949 and has enjoyed fifteen full years of service, travel and a generous portion of excitement. Her first post was with the Embassy in Seoul, Korea. However, she was unable to complete her two-year tour of duty there because of the evacuation of the Embassy in June 1950 when the North Korean communists invaded South Korea. She later served overseas in Fukuoka and Tokyo, Japan; Frankfurt, Germany; Addis Ababa, Ethiopia; Djakarta, Indonesia, where she was trapped in her office while the Embassy was stoned by young local communists in February 1961; and, most recently, as Second Secretary in New Delhi, India.

Her career in the Service has been in personnel work until her present assignment. Transferred to Washington, D.C. for a tour of duty in the Department, she has been appointed Information Officer in the Bureau of Public Affairs, Office of Public Services. This job deals primarily with arranging and organizing meetings on foreign policy in communities across the United States.





JOURNALIST—Emma Bugbee '09 reports: "I have been staff reporter for the *New York Herald Tribune* since 1910, having first become associated with the (then) *New York Tribune* as a member of a Barnard College Press Club. Through the years I have done general reporting, and during the Roosevelt administrations I was fortunate to be assigned frequently to cover Mrs. Roosevelt's activities."

Miss Bugbee had to postpone journalism as a career for one year after graduation. She filled in the time of her high school in Methuen, Massachusetts, teaching Latin and Greek. Then came the vacancy on the *Tribune*. Since then she has covered almost every branch of newspaper work, from murders to beauty contests, eventually specializing in women's political activities.

Some of her adventures, as well as Barnard College background, formed the background for a series of five books for girls on journalism, beginning with *Peggy Covers the News*.

Miss Bugbee's most recent publication outside the *Herald Tribune's* pages was an appreciation of Mrs. Roosevelt in the October 1963 *Readers Digest*. In 1945 she won an award from the New York Newspaper Women's Club for her account of President Roosevelt's funeral, and in 1963 a similar award from the News Reporters Association for an appreciation of Mrs. Roosevelt at the time of her death.

POET—Leonie Adams '22 says her vocation, poetry, and her job, teaching are pretty well entangled by now; indeed, she finds herself approaching the job with more and more engagement.

She began to publish poems while at Barnard. After graduation she worked at various jobs but went on writing, publishing two books of poems while she was still in her twenties.

In 1929, she began her teaching career at Washington Square College, where she met her late husband, the critic William Troy. In 1946 she joined the staff of Columbia's School of General Studies, where she now teaches. "Over the years," Miss Adams tells us, "I must have mulled over thousands of students' poems—some of which were excellent." This is high praise, for Miss Adams' is in the first rank of American poets. Among her honors: in 1954 she shared the Bollingen Poetry Prize of the Yale University Library; the \$5,000 Fellowship of the Academy of American poets in 1959.





ENGINEER—When America's Atlas missile was launched into space, the person responsible for analyzing its performance was Anna Kazanjian Longobardo '49, senior systems engineer at the American Bosch Arma Corporation in Garden City. (She is shown above talking with students at a Long Island high school.) At Arma, Mrs. Longobardo is charged with the analysis of inertial guidance systems for ballistic missiles and space vehicles. Arma employs only three women engineers and 650 men—but Mrs. Longobardo finds the advantages of working in a man's world outweigh the disadvantages. She began thinking this early in her career, when she was the first woman to receive a mechanical engineering degree from Columbia University's College of Engineering. She also received a master's degree there and married a classmate, Dr. Guy Longobardo, who now teaches at the college. The Longobardo family now includes a son, two and a half, and a three-month-old baby daughter.

"The satisfaction is certainly great when you can achieve the best of all possible worlds and have a full time career and a fully happy home life," she says. "If you utilize your time well, you do not only *not* deprive your children, but rather you can enrich their lives because of the variety of their experience."

New York's Governor Nelson A. Rockefeller appointed Mrs. Longobardo to serve on the Advisory Council to the Women's Program of the New York State Department of Commerce.



MANAGING EDITOR—Starting with the *Atlantic Monthly* in 1945 as an editorial researcher, Emily Riedinger Flint '30 became research editor in 1948 and managing editor in 1951, the first woman to hold that rank in the history of the magazine.

Mrs. Flint tells us frankly, "Professionally, I am exceedingly proud of the position I hold at the *Atlantic*, and of the place of the magazine in our cultural life. I like to think I am a good member of the team, and I am pleased when the publisher calls me one of the best men on the team, which he means as a compliment. From the professional point of view, I would say that women have an uphill fight in the publishing business primarily because they don't have enough confidence in themselves as people. To get ahead you need a good education, a good mind, flexibility, good judgment, and enough resilience so that you don't fall apart in a crisis. Dealing with men as colleagues, artists, engravers, printers and writers, as I do, I try always to act like a lady, think like a man, and be ready to hand back as good as I get in a pleasant, cheerful way."

Her husband, Paul Flint, is Dean of the Graduate School of Arts and Sciences at Tufts University. They have one son, twenty-one. "One of the very important ingredients in my busy life is my happy marriage," says Mrs. Flint, adding simply, "My husband and I are proud of each other."

DESIGN CONSULTANT—Eleanor Pepper '24 brings to her work a combination of architectural training and knowledge of interior design. Planning office buildings, factories, hospitals, clinics, laboratories, schools and colleges, Miss Pepper works on interior and industrial design. Starting in this field in 1945, she was almost the only person who combined a knowledge of interior design with training in architectures. In her work now, she attempts to analyze the needs of her client (the person for whom a building is being erected or remodeled) and interpret them to the architect. In addition to running her own office, Miss Pepper is professor of interior design at Pratt Institute. She also lectures at Columbia's Schools of Architecture and Public Health, Montclair State College and the New York School of Interior Design. In 1962, she received one of its highest honors, the Brunner Award, from the Architectural League of New York.

Miss Pepper is responsible for the design of buildings throughout the world, including the three early United Nations headquarters at Hunter and Lake Success, research foundations for Henry Ford, Dupont and General Electric, university buildings for Columbia and M.I.T., and office buildings for Standard Oil and Bell Telephone. She was also responsible for the alterations and rehabilitation of Barnard's own Milbank Hall.



PUBLIC RELATIONS EXECUTIVE—"Is it possible to combine total commitment to family with total commitment to job?" Muriel Fox Aronson, '48, vice-president of the public relations firm, Carl Byoir & Associates, the wife of New York physician Dr. Shepard Aronson, and the mother of two children, answers: "Yes, it's possible but fatiguing. I have almost no 'optional leisure time.' But even if my days are much too full for comfort, they're also much too stimulating for boredom."

On the job, Mrs. Aronson counsels the firm's clients on radio and television advertising and arranges publicity for them on networks and stations throughout the nation.

The only woman vice-president of the Byoir firm, Mrs. Aronson's success in her field has been noteworthy, and she credits the above mentioned "total commitment." This has meant for her: working until midnight on the night before her wedding, and until 6:30 p.m. on the night her first child was born shortly after midnight. She'd have preferred leaving the office earlier both times, but "the work was there to be done."



PERSONNEL MANAGER—Gloria Litton Del Rio, '50, a stockholder and employee of Litton Mills, Inc., a textile mill in the town of Pasig, about an hour's drive from Manila, the Philippines, was in charge of 1700 workers, half of which are women. Recently she was promoted from personnel manager to director, but she still supervises the work of her successor who handles the details of personnel work. Without any background for the work, she started on the job in 1956 with one secretary and a handbook on personnel management. "I assumed the position not because I was a stockholder of the firm, but because there was no one else available." Her country was just making the painful transition from importer to manufacturer. The two greatest problems she faced were (1) the training of laborers who had never seen a machine before, and (2) filling top executive positions. She reports, "After five years of operation we had enough trained workers to stop the common practice of pirating, but the problem of filling top level executive positions remains acute regardless of what business or industry one is engaged in."

Mrs. Del Rio's three daughters, aged eleven, ten and eight, are all in school, so, she says, "it is easy for me to devote myself to my work during the day." And it is a devotion that has brought satisfaction as well as problems, among them the satisfaction of "seeing our workers acquire a trade and skills that will enable them to have a brighter economic future, and then there is the knowledge that our factory is helping the economic development of our country."

LAWYER—Shirley Adelson Siegel '37 is a New York State assistant attorney general in charge of the Civil Rights Bureau, which she established in 1959.

Always interested in public service, Mrs. Siegel became active with the American Civil Liberties Union after graduating from Yale Law School. Doing volunteer work for the ACLU, she fought for the rights of Negro railroad firemen to union representation. Last spring, she cited laws made in those early railroad cases while arguing before the Supreme Court, among whose members are her Yale classmates Justices Stewart and White.

After having written "The Law of Open Space" for New York's Regional Plan Association, she was invited by M.I.T. to teach city planning to graduate students. "I couldn't resist this challenge," she explains. "But after one year of mad rush to and from shuttle flights at the airport, I settled back to my one job at the Attorney General's office and my family." Mrs. Siegel's family numbers three—a son, daughter and her husband, a film director-producer.





GRADUATE STUDENT— Susan L. Migden '62, found her way into graduate study of Latin America through a Spanish course at Barnard and a summer at the National University of Mexico in Mexico City. Her interests in the Spanish language and Spanish-American culture, as well as a passion for history (her major at Barnard) and current international affairs, could be synthesized, she realized, in advanced study of Latin America. Now in the second year of graduate work at Columbia in the Graduate Faculty of History and the Latin American Institute, she will get an M.A. and an Institute Certificate in June. Then, she plans to enter a training program with the United States Information Agency, which, she hopes, will eventually send her to Brazil. (Her chief interest in Latin America is Nineteenth and Twentieth Century Brazilian history. She has, of course, studied Portuguese but has never visited Brazil. She has been to Latin America twice: the first time at the National University in Mexico City, and last summer, visiting Mexico and Central America, and working in Bogotá, Colombia.

As a specialist—in two centuries of Brazilian history—in the already specialized field of Latin American history, Miss Migden is writing her master's essay on the Revolution of 1817 in Pernambuco, Brazil. She holds a National Defense Foreign Language Fellowship in Portuguese language and literature. She has submitted an essay on a Brazilian historian, Otavio Tarquinio de Sousa, to the *Revista de História* in São Paulo. Looking into the more distant future, Susan sees a Ph.D. in Latin America history.

BIOCHEMIST—"I am by no means a great scientist," protests Beatrice Kassell Friedman '31, despite an outstanding career in biochemistry happily combined with marriage to another chemist, and a son and daughter. Dr. Friedman is an associate in biochemistry at Marquette University Medical School in Wisconsin, where she does research on a U.S. Public Health Service grant. Her past research has been in the chemistry of proteolytic enzymes and inhibitors. At present she is deep in a difficult problem, "trying to determine the arrangement of the amino acids in a small protein which is a natural inhibitor of trypsin." This knowledge, she explains, is prerequisite to an understanding of the mechanism of the action of the inhibitor.

A chemistry major with a Ph.D. in biochemistry from Columbia, she considers her profession perfect because she has been able to find the right kind of job to suit family obligations at different periods. Three years ago the whole family attended the international Biochemistry Congress in Moscow where she gave a paper.





U.N. OFFICER—Constitutions rather than cocktail parties occupy the bulk of the time of Lila Fenwick '53, a member of the United Nations Secretariat. A human rights officer, she works closely with the U.N.'s Commission on the Status of Women, the group charged with promoting women's rights in the political, economic, civil, social and educational fields.

Since joining the U.N.'s Division of Human Rights in 1958, Miss Fenwick has traveled to Buenos Aires, Geneva, Addis Ababa and Bogotá to attend international meetings on the status of women. Documents she has prepared in the name of the Secretary-General often are considered by the U.N.'s General Assembly and Economic and Social Council. As a member of the Secretariat, Miss Fenwick also gives briefings describing the work of the world organization to students and voluntary organizations.

"Members of the Secretariat have many opportunities to meet people from all over the world," Miss Fenwick says. "There is a genuine excitement about being with the U.N. since you are working where news is made."

Helping to further the equal status of women throughout the world, Miss Fenwick has developed reports on inheritance laws, U.N. assistance for the advancement of women in developing countries and constitutions, electoral laws and other legal instruments affecting the political rights of women. In preparing these documents, she does original research, contacts governments in all parts of the world, and examines existing legislation.

COLLEGE TEACHER—"I think I have the best of several worlds," Joan Webber '51 writes contentedly from Ohio State University where she is an assistant professor of English and her husband, Julian Markels, is vice-chairman of the department. Her special field is Seventeenth Century literature. She has published three articles and a book on John Donne which won the 1963 Christian Gauss Prize of \$1,000 for "the most distinguished literary study." The award was presented to her by her former Barnard English professor, William Haller, now at the Folger Shakespeare Library.

Winning awards all the way, Miss Webber studied at Barnard on scholarships, at the Universities of Rochester and Wisconsin on fellowships, and an AAUW fellowship helped her to study abroad in Italy and England five years ago.

Commenting on the satisfactions and rewards of her work, Miss Webber says: "They are just innumerable. It was a long hard pull to get here, but it was well worth it. I've always loved to read and write, and I have come to love teaching. Most of the time it seems as though I'm being paid to enjoy myself. My husband's sympathy and understanding eliminate any possible difficulty I might otherwise have in combining the roles of wife and career woman."



DOCTOR—Dr. Phyllis Mann Wright '41 teaches medicine and her star pupil is Richard Chamberlain. The viewers of "Dr. Kildare" will know who *he* is. After a morning's work at the University of California at Los Angeles Medical Center, where she is an associate clinical professor of pediatrics, Dr. Wright goes off-campus to teach the actors in the MGM studio how to hold a stethoscope and look at an x-ray. As technical advisor to the "Dr. Kildare" program, Dr. Wright corrects medical dialogue and serves as "Chairman of the Disease of the Week Club," helping script writers choose subjects for the show.

Since 1945, when she received an M.D. from Cornell (where she was first in her class), she has taught pediatrics, except for a two-year stint in Nagasaki with the Atomic Bomb Casualty Commission. She is also assistant director of the Marion Davies Children's Clinic.

Her husband is Dr. Stanley Wright, professor of pediatrics at UCLA. They have a daughter, six, and a son, three.



SISTER—Shown here at a board meeting, Sister Ann Paul (Marjorie Shuman '45), is director of development at Trinity College in Washington, D.C., where she handles public relations, publicity and fund raising.

"The chief problem we face is that of many small women's colleges," she stresses. "We are running a race to keep up with the heavy demands in the educational world of our time." She continues, "We have good academic standing. We have a qualified faculty. We have above-average students. We have a beautiful campus. But," she explains, "we do not have sufficient funds."

Trying to raise the necessary funds is one of Sister Ann Paul's major tasks. She does this by talking to alumnae, parents and students to interest them in the plans and needs of the college.

Appointed director of development at Trinity last August, Sister Ann Paul, who received an M.A. in American history after becoming a Sister of Notre Dame de Namur, had been teaching for the previous fifteen years. She had only brief experience as an administrator when she served for a short time as Trinity's director of admissions.

Sister Ann Paul's aim is to build upon and continue the "very effective and stable" program of development achieved by her predecessor, the first sister to hold this position at Trinity College.

CELEBRATING THE 75th ANNIVERSARY



President Park with guests Queen Frederika, Secretary of State Rusk and Princess Irene



Trustee Richard Rodgers receives ovation after choir sings his new Barnard song



On an impromptu visit to Barnard, Princess Irene chats with students

EDITOR'S NOTE: The gala event of Barnard's seventy-fifth year was an anniversary dinner, held on January 22 at the Grand Ballroom of the Waldorf-Astoria and attended by more than 1,500 alumnae and friends. The guest of honor was Queen Frederika of Greece, who earlier that day had received the honorary degree of Doctor of Laws at a special convocation in the Rotunda of Columbia University's Low Memorial Library. The speaker was The Honorable Dean Rusk, Secretary of State.

Other events of the anniversary year include a symposium on "The Impact of the Space Adventure on Man's Imagination," held on April 11 (speaking from the different aspects of the three branches of learning were Dr. Marjorie H. Nicolson for the humanities, Dr. Gordon J. F. MacDonald for the sciences, and Dr. Loren Eiseley for the social sciences); an arts festival held April 24-May 2; Women in Politics, a Barnard exhibit touring nationally with the cooperation of The League of Women Voters; and the closing convocation on November 20-21.

The address of Secretary of State Rusk, which follows in condensed form, dealt with the state of the cause of freedom in the world.

A realistic appraisal must take full account of dangers, some active, others latent. There are active dangers in Southeast Asia and in the Caribbean. Those who now rule Hanoi and Havana are infiltrating arms and agents across international borders to foment communist insurrection.

In Laos there is an uneasy truce. The communists continue to refuse to co-

**Secretary of State
Dean Rusk delivers
major policy address
on the state of the cause
of freedom in the world
at Anniversary dinner**



The Grand Ballroom of the Waldorf-Astoria was filled to capacity when 1,500 alumnae and guests attended the Anniversary dinner

operate with the Government of National Union.

With the help of new cadres trained in North Viet-Nam and new supplies of weapons and ammunition from the North, the Viet Cong have stepped up their activities in South Viet-Nam.

Now and then somebody suggests that a conference be called to "neutralize" South Viet-Nam—nothing is said about "neutralizing" North Viet-Nam. With Hanoi ruled by aggressive communists, this is a prescription for a communist take-over in South Viet-Nam. No new conference or agreement is needed. All that is needed is for the North Vietnamese to abandon their aggression. When they renewed it in 1959, no foreign nation had bases or fighting forces in South Viet-Nam. South Viet-Nam was not a member of any alliance. If it was a threat to North Viet-Nam, it was because its economy far outshone the "communist paradise" to the North.

We want no bases in South Viet-Nam. We want nothing for ourselves there. But we are determined that this aggression shall not succeed.

The continuing dedication of the Cuban regime to active terrorism and aggression in Latin America is a basic reason for our attitude toward Free World economic ties with Cuba. We cannot accept the contention that trade with Cuba is comparable to ordinary trade with any communist country. The Castro regime represents an unacceptable intrusion of Marxist-Leninism into the Western Hemisphere.

Those countries which for commercial reasons supply Cuba, especially

with goods critical to the Cuban economy, are prejudicing the efforts of the countries of this hemisphere to reduce the threat from Cuba.

During the missile crisis of October 1962, it was plain that what happens in Cuba can effect the security of the whole free world. We think that free nations outside the Western Hemisphere — and especially our Allies whose freedom is so actively bound up with ours—should pursue with respect to Cuba policies which harmonize with those of the Organization of American States.

There is danger in Berlin and in Germany so long as the basic right of self-determination is not accorded to the German people.

There is danger in other places where communists continue to tempt the hungry, the frustrated and the bitter—where they find leverage amid political and social conflict and confusion.

There are dangers arising from disputes within the free world, which communism seeks to exploit. Many are deeply imbedded in history and enmeshed with emotion.

In a world in rapid transition we have to learn to live with turbulence. But many acrimonious disputes could be settled, we believe, if the parties concerned and their neighbors put their minds to the task. Peacemaking is not a job for the great powers alone, but a duty which all must share.

And, finally, among the dangers we cannot forget are those inherent in weapons of almost inconceivable destructive power.

The main task before us is to build the strength and cohesion of the Free World.

In the North Atlantic, our goal remains the further development of a closer partnership between the United States and a uniting Europe.

There is talk of disarray in the Atlantic Alliance. There is no disarray concerning the fundamental purpose for which this Alliance was constructed.

There are differences of view about next steps: about how Europe shall be organized, about trade relations both within Europe and with the rest of the world. We should understand two things about these debates. First, they are natural among friends and partners, especially in the absence of acute crises. Secondly, many of them are about essentially European problems, although the United States has a vital interest in their outcome. The present need within the Atlantic Alliance is for the European nations to agree about the future of Europe.

The first task of the Atlantic partnership is defense. The heart of NATO remains strong. The combined military power of its members is immense. But, like any living organism, NATO must adapt to a changing environment.

When NATO was set up, we had a virtual atomic monopoly and the Soviets had massive conventional superiority. Since then the Soviets have achieved an atomic arsenal and NATO has gained in both conventional and nuclear strength. This makes it even more important that NATO have a force struc-

(Continued on page 37)

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LEADING WOMEN

(Continued from p. 7)

with her reserves of energy. A less committed lady would have turned aside half of the gratuitous tasks she accepted. Out of these pressures came her distinctive contribution. She brought into intimate, responsive relation the liberating potential of education and the restricting realities of women's situation.

Now Barnard under President Park is obliged to pursue this relation, to continue the dialogue, to sight fresh opportunities for women and to make them accessible. The mind and temperament of the new President are equal to the task, for, obviously a thinker, she is apparently incapable of thinking in clichés. In a talk delivered at the 1956 Barnard Forum on Women in Politics, while still President of Connecticut College, Miss Park explored some of the reasons for the failure of women to participate more effectively in American political life:

It seems to me we ought to continue, with all the power at our command, to indoctrinate this younger generation with a sense of responsibility for the effective conduct of their democratic society, and I would have to admit that this is somewhat more difficult to do with women than with men. If this were entirely a feminine audience, I would whisper in your ear that women still have in the back of their minds the feeling that someone is going to take care of them, and this goes over a little bit into politics, I'm afraid. There's a little reluctance to stand on your own feet just as there is a little reluctance to enter professional life too.

In other words, neither self-commiseration

nor self-congratulation will be condoned behind what's left of the College's green fence.

The major question looming before Barnard in the immediate future is the advisability of closer identification with Columbia. This entails working out a modern rationale for the separate woman's college. Certainly the burden of proof will rest with Barnard if it chooses to retain its independence: the example of Radcliffe's surrender of its separate academic identity is a powerful one, and none of the other leading women's colleges confronts a great university within easy merging distance. The demand for amalgamation with, which actually means absorption into, Columbia has grown in recent years with the desire for free access to more courses, for administrative efficiency, and for joint faculty appointments. Will Barnard's separateness become an anachronism, or will a valid reformulation of its institutional integrity be found?

The choice that Barnard faces is the choice, written large, that the graduates of Barnard have to face. Whether married and devoted to their families, working and devoted to their careers or hybrids precariously balancing the two, they always risk absorption by the male world. The early feminists passionately believed in two ways of reducing this traditional risk and, in the process, confirming and enlarging the human endowments of women. Those two ways were public service and private creativity. Fortunately, the feminist impulse in Barnard women dies hard. To recall the history of Barnard's leadership is to revive that impulse in its most venturesome guise.

END

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ALUMNAE PROFILE

(Continued from p. 18)

bands fit into the category entitled "business, managerial, official" (over half this group were managers or directors, not self-employed); 7.9 per cent were married to men in clerical, sales and manual occupations; 2.6 per cent of the husbands were students; and 1.5 per cent serving in the armed forces.

Of the 9,010 alumnae answering the question on academic degrees earned, 25.2 per cent have an M.S. or M.A.; 3.4 per cent a Ph.D.; 2.4 per cent an M.D.; 1.2 an LL.B.; and 2.9 per cent other degrees. Of the 8,901 who answered whether they were currently working towards a degree, 7.6 per cent are working for an M.S. or M.A.; 3.5 per cent toward a Ph.D.; .5 per cent toward an M.D.; .2 per cent towards an LL.B.; and 1 per cent towards other degrees.

Alumnae were asked three questions about their financial situation. Except for the statistical picture presented by Bureau, the answers are completely confidential. After being tabulated, the individual financial returns were detached and destroyed. The statistical picture shows that of 8,180 alumnae responding to questions on family income, the figures were as follows: under \$3,000, 3.8 per cent; \$3,000-4,999, 6.8 per cent; \$5,000-6,999, 10.7 per cent; \$7,000-9,999, 17.5 per cent; \$10,000-14,999, 25.6 per cent; \$15,000-24,999, 21.3 per cent; \$25,000-49,999, 10.8 per cent; \$50,000-99,999, 2.9 per cent; \$100,000 and over, 0.6 per cent. Of the 8,146 reporting on the number of contributors to family income, more than half, 55.7 per cent, had only one breadwinner. Some 41 per cent reported two contributors; 2.5 per cent reported three, 0.6 per cent reported four; and 0.2 per cent reported five or more. On the question about personal income of Barnard alumnae, of the 4,479 answering the figures were as follows: under \$1,000, 14 per cent; \$1,000-2,999, 14.8 per cent; \$3,000-4,999, 20.1 per cent; \$5,000-6,999, 22.0 per cent; \$7,000-9,999, 16.5 per cent; \$10,000-14,999, 8.1 per cent; \$15,000-24,999, 3.2 per cent; \$25,000 and over, 1.3 per cent.

SECRETARY OF STATE

(Continued from p. 35)

ture capable of deterring, or coping with, a wide range of possibilities—that it should be able to respond with the force appropriate to each threat.

We also recognize the need to share nuclear responsibilities more effectively in NATO. To this end, we have been discussing with interested Allies the formation of a multilaterally owned, manned, and operated missile fleet. Such a fleet would enable our Allies to play a self-respecting role in nuclear deterrence without proliferating national nuclear forces. It could provide a framework within which Europe, as it moves toward unity, could have an increasingly authoritative voice in the use of weapons.

This will be a year of important trade negotiations. We strongly favor lowering the artificial barriers to the flow of goods throughout the free world.

In Latin America some nations are making steady and hopeful progress, others have been disappointing. The material resources for economic progress are present. We think the will of the people is that progress take place. We shall continue to meet our commitments to the Alliance for Progress.

In the Pacific our task is not merely to turn back the outward thrust of communism. It is to work constructively with the forces of strength and stability gathering in the Philippines, Korea, Thailand, and elsewhere.

Japan has become a major constructive force on the world scene. We welcome the membership of Japan in the Organization for Economic Cooperation and Development as a full partner of the Atlantic nations.

In South Asia we shall continue to help build the security and prosperity of India and Pakistan. Sensitive to their anxieties, we regret the tragic fact of continuing friction between them.

In Africa, too, nations are moving forward to build the long-run foundations for growth and development: in education, in public health, in agriculture, in early industrialization. We shall help them, as we seek together to complete by peaceful means the historic



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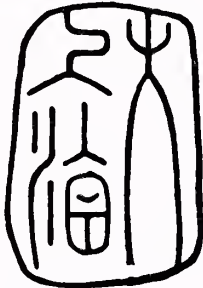
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transition to self-determination.

In Africa, as in the United States and elsewhere, men will be tested to the limit of their wisdom and self-discipline in seeking constructive solutions to serious racial problems. They must find ways to build societies where the rights of citizens to equal social and political status are respected, regardless of the color of their skins.

I shall speak frankly about our foreign aid programs. The need for them, which has been explained by every post-war President, has never been more compelling than it is right now. Communism's last chance is to exploit the frustration and the turmoil which is inevitable as nations—many of them new nations—struggle to modernize themselves. This decade—the 1960's—is the critical decade.

We have approximately 2,700,000 men under arms—nearly one million outside the continental United States, ashore or afloat. All of us hope that it won't be necessary to commit them to combat. To undermine our foreign aid program, now costing three to four cents of your federal tax dollar, would increase the danger of crises whose costs in blood and treasure would dwarf our foreign aid outlays.

Let us look at some developments inside the communist world.

First, the Sino-Soviet dispute: It is not a complete break and the leaders of totalitarian systems can change course quickly. But, subject to those reservations, the dispute seems to be fundamental and far-reaching.

To the extent that the dispute is about militancy versus genuine peaceful co-existence, we prefer recognition of the dangers of war in this nuclear age. The Soviets have not abandoned their basic goal of world revolution, nor have they renounced all force for the settlement of international disputes. Nevertheless, we think they show a better understanding than the Chinese communists of the dangers and meaning of nuclear war. We do not intend to give any communists anywhere cause to suppose that they can reap dividends by resort to force.

In Eastern Europe, there is a visible resurgence of nationalism. Out of this have come two parallel trends: one toward greater autonomy, the other toward increased trade and other contacts with Eastern Europe and, to some extent, with the United States. Despite the gulf in ideology and political organization, the peoples of Eastern Europe seem to feel a nostalgia for their historic links with the main centers of Western civilization.

All the communist nations are experiencing internal economic difficulties—and in most of them these difficulties are serious. The Soviet Union is using substantial portions of its limited gold and foreign exchange reserves for food-stuffs in a single year. Meanwhile its rate of industrial growth has slowed down sharply, and new problems in economic planning and management have been coming to light. At the same time, the Soviet peoples want more of the good things of life they have so long been promised. The Soviet leadership is confronted with some dilemmas in allocating resources as well as in how to increase the efficiency of the Soviet economy.

These difficulties within the communist world are no cause for complacency on our part. They do not justify our relaxing the defenses of freedom, or reducing our efforts to build the political, economic and social strength of the free world, or abandoning our search for agreements with our adversaries to reduce the dangers of war.

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Above all, we must build the peace. As President Johnson said in his State of the Union message: "... we must develop with our Allies new means of bridging the gap between the East and the West, facing danger boldly wherever danger exists, but being equally bold in our search for new agreements which can enlarge the hopes of all, while violating the interests of none."

Two points about the present state of East-West relations deserve special emphasis. The first is that the very limited agreements we have reached with the Soviet Union do not yet amount to a "detente." There can be no genuine detente without progress in resolving dangerous political issues, such as the future of Berlin and Germany, South-east Asia, and Cuba, and without progress in controlling armaments. These are the points which need urgent attention and on which we hope Soviet attitudes can demonstrate a basic desire for peace.

We shall continue to explore these matters. We shall try to avoid the pitfalls of illusion and naivete. But, equally, we shall try hard not to overlook any possibility of advancing, even by small steps, toward a more secure peace.

A steady appraisal of the main trends in the affairs of man justifies, I believe, a sense of confidence in the future of the cause of freedom. Our most enduring asset in this world struggle is our indelible identification with the ideas of freedom: of consent of the governed, of equality under law, of human dignity.

The kind of world we want is the kind of world that most other people in the world want.

But that kind of world cannot be wished into being. It must be built by untiring work—and must be unfailingly protected at every stage.

We are making progress. But all the progress we have made could collapse overnight if we should relax our vigilance or our efforts.

There are some who would have us quit the struggle: by drastically reducing our defenses, by withdrawing from danger spots, by slashing our foreign aid, by resigning from the United Nations. That is a policy of surrender; a prescription for disaster. END

VOICES OF BARNARD

(Continued from p. 17)

'the blind date whose idea of entertainment was to take you for a little ride on the Staten Island ferry.'

Helen Rogers Reid '03, a Trustee for many years, Chairman of the Board of Trustees, and now Barnard's only Trustee Emeritus, tells us about her days as an undergraduate when she first came out of the West to Barnard, in 1899, and lived in the dormitory then called "Fiske Hall," which has since become a part of Milbank:

"It was a beautiful dormitory and you might be interested to know that I could look out on squatters who were living in small shacks between the College and Riverside Drive. And they had a lot of goats. It was an interesting scene that seems incredible now.

"We had a wonderful time in our undergraduate days. I began by having the opportunity of going to hear music and to see plays that I'd never had a chance for in the West. My first opera was an enormous event and I saw Mansfield in all his best plays—that first year of my time in Fiske Hall.

"The greatest event in my undergraduate days, I suppose, was the gift from Mrs. Anderson, of the land from 119th Street to 116th Street. A holiday was declared to celebrate and it was a thrilling event because this was a million dollar gift and it meant the potential of Barnard's expansion."

Among the greats of the English Department and the College was William Haller, Professor Emeritus since 1949. Professor Haller tells us, "I remember many charming conversations with my students in various courses at Barnard College, but I remember with greatest pleasure the Milton course. There I enjoyed the students and I sometimes thought, perhaps the students enjoyed me. At any rate, in *Paradise Lost* we had five things which occupy the mind most, even today: great poetry, war, politics, love and religion."

Florrie Holzwasser '11, who retired as Professor of Geology in 1955, recalls the days when field trips were required by the department:

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rocky basement is concealed by massive buildings that one must go far, except in the parks, to see exposures of Manhattan schist or Inwood limestone or Palisades diabase. But then, we met at the 116th Street Subway station to rush to Dyckman Street, or to South Ferry, or Staten Island, or to the now forgotten 125th Street ferry for New Jersey and the climb up the Palisades. How often we stopped to examine the various rocks and to discuss their structures and their ages and to get specimens to take back to college for further study. Also, we had to stop to let the trolley pass for we made use of the tracks, here and there, to get at the various outcrops."

Helen Downes '14, Professor of Chemistry until she retired in 1960, was asked about her most vivid memories of her years of teaching at Barnard. She tells us:

"When you use the word 'vivid,' this means that my mind turns, not to my years of teaching, but to my years as a student when Marie Reimer, as head of the department, which, in effect, she had founded, was giving some of the lectures that still seem to me the best that I have ever heard in any undergraduate course. She was, herself, a vivid person. She had a mother who was an actress. She brought real dramatic feeling to her lectures. She was full of enthusiasm for the young science of chemistry, which she had worked in for a year in Germany under some of the people who are masters in the field, and she managed to communicate to all of us something of her own urgency and enthusiasm. It was certainly more her contribution than ours when any of us went on into graduate work."

Asked about the differences she had noticed between the students specializing in the sciences these days and those of former years, Professor Downes said, "I think there's no question but what the students of today are better prepared and more willing to work extremely hard to master their science."

On the subject of the sciences, another well known and well remembered member of the faculty, Florence de L. Lowther '12, Professor Emeritus of Zoology, was asked to explain how she first became interested in the field of zoology:

"Oh that was one of the weirdest things I can recall. It is a custom at Barnard to require two sciences before you are allowed to graduate. I was a French major and a lot of my classmates suggested that I take zoology—it was good. I had taken chemistry, and so in my senior year I took a beginning course in zoology under Henry Crampton and I went completely overboard and I've never recovered."

Professor Hugh Wiley Puckett, a member of the German Department until he became Professor Emeritus in 1952, tells us something about the World War I years:

"Immersed as I was, at the time, in my dissertation about the ancient Germans among whom regicide was almost a profession, I thought nothing of an assassination of a crown prince at Sarajevo. But by the time we landed in Baltimore, World War I was on. I spent two years in the bush league before an opening in the German Department caused Professor Braun to invite me to Barnard in 1916. Although this had been my hope for some time, I did not realize, at first, what asylum this afforded me. No pro-Germans were harbored at Barnard, but at the same time, not the slightest concession was made to the phobia that banned Wagner from the Met and sent one German teacher after another in search of a living in other fields. This spirit, this concentration on real essentials that made Barnard's high academic standard a model for the whole country, was what lighted up my thirty-seven years at Barnard and leads me to believe that I could never have duplicated that experience anywhere else."

Associate Professor of Economics until she retired in 1961, Miss Clara Eliot gives us some of the economic facts of life in the 'twenties:

"My stay at Barnard College covers forty years—from 1920-21 when I came as assistant in the department of economics and sociology. Tuition at Barnard in those halcyon days was \$250 a year; board in Brooks Hall, \$265. The catalogue estimated necessary expenses for resident students, including \$12 for gymnasium costume and \$1 to \$20 for text books and \$4.35 for undergraduate dues, as \$718.35 to \$858.35, depending on the room."

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